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ABSTRACT

This guide to New Mexico social studies content standards and benchmarks provides a coherent structure to guide curriculum, instruction, and assessment. The first three content standards comprise the unifying concepts that were taken directly from New Mexico's Social Studies Competency Framework. These three content standards serve as the foundation for the more specific content standards that are organized under the six headings: (1) "Continuity and Change in Society"; (2) "Individuals, Groups, and Institutions"; (3) "Civic Ideals and Practices, Power and Authority, and Governance"; (4) "Productivity, Distribution, and Consumption"; (5) "People, Culture, Places, and Environments"; and (6) "Global Connections and Technology." History, geography, civics and government, economics, and other social studies disciplines are addressed throughout the guide. When developing these standards, writing committees considered and appreciated the complexity of social studies issues including the integration of content, the nature and scope of history, the principles and values upon which the government was established, the understanding of the role of the individual in the U.S. economic system, and relationships to others around the world. The guide lists benchmarks under groupings for grades K-4, grades 5-8, and grades 9-12. (BT)

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ED 430 891

New Mexico
Social Studies Content Standards and Benchmarks

1997

SO 030 622

The State of New Mexico Department of Education
300 Don Gaspar
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Social Studies Content Standards and Benchmarks are built upon the Competency Frameworks adopted by the State Board of Education in 1992. The first three content standards are comprised of Unifying Concepts which were taken directly from the Social Studies Competency Framework. They serve as the foundation for the more specific content standards which are organized under the six headings:

- Continuity and Change in Society;
- Individuals, Groups, and Institutions;
- Civic Ideals and Practices, Power and Authority, and Governance;
- Productivity, Distribution, and Consumption;
- People Culture, Places, and Environments; and
- Global Connections and Technology.

History, geography, civics and government, economics, and other social studies disciplines are addressed throughout the Content Standards and Benchmarks. In developing these standards, writing committees have considered and appreciated the complexity of social studies issues including the integration of content, the nature and scope of history, the principles and values upon which our government was established, the understanding of the role of the individual in our economic system, and relationships to others around the world.

It is the expectation that Social Studies Content Standards and Benchmarks will provide a coherent structure to guide curriculum, instruction, and assessment.

Content Standards and Benchmarks

Social Studies
Unifying Concepts and Processes

STANDARD	BENCHMARKS K-4	BENCHMARKS 5-8	BENCHMARKS 9-12
Students will use knowledge and cultural understanding to explain how the world's people cope with ever-changing conditions, examine issues from multiple perspectives, and respond to individual and cultural diversity. 1 For sample lessons relating to this standard see pages: A-24 LA-16 MCNL-12 MCNL-14 5	**Students will:** identify communities with respect to people, cultures, events, problems, and ideas that created the history of New Mexico; describe the relationship of New Mexico to the United States as one of fifty states, including the symbols, basic principles, and ideals upon which the United States is based; and recognize that the world is made up of many people, and their histories have similarities and differences from the student's own.	**Students will:** compare and contrast elements of community including political, social, economic, and geographic aspects that distinguish New Mexico's uniqueness; explain the development of the United States as a nation to include the struggles, accomplishments and roles of individuals and/or groups as the United States emerged to be a leader of nations; and describe how the peoples of the world are connected over time, showing similarities and differences based upon social studies knowledge of why those similarities or differences exist (e.g., geography, philosophies of governing, rise of nations, religion, etc.).	**Students will:** analyze the influences of people, history, economics and geography in New Mexico which created opportunities for New Mexico as a state in the 20th century and into the 21st century; describe and analyze the role of the United States as it faced internal and external challenges as a nation, over time, that created changes in foreign and domestic policies; and analyze and explain how nations share commonalties and differences and that influences within nations generate their history's direction and distinction. 6

Social Studies
Unifying Concepts and Processes

STANDARD	BENCHMARKS K-4	BENCHMARKS 5-8	BENCHMARKS 9-12
	Students will:	**Students will:**	**Students will:**
Students will use democratic understanding and civic values to work together with others, make informed judgments and decisions, and act in accordance with democratic processes and principles to protect individual rights, serve their interests and promote the common good in order to become effective United States citizens (and understand the role that governments have in demonstrating this understanding).	describe the various types of government in New Mexico;	gather, interpret and report on political processes in New Mexico at the local, state, tribal and federal levels;	compare and contrast the political processes in New Mexico at the local, state, tribal and federal levels;
	identify democratic processes and principles and their sources and how the Declaration of Independence, United States Constitution and the Bill of Rights are the foundation documents of the governments of the United States; and	describe how ideas, beliefs, values, and western traditions are sustained and continued over time in governments of the United States as exemplified by the Declaration of Independence, United States Constitution, Bill of Rights and other significant documents, speeches and writings (e.g., the Federalist Papers, the Lewis and Clark journals, the Gettysburg Address, Chief Joseph's "I Will Fight No More Forever" proclamation, etc.); and	analyze features, patterns and events that have upheld and continue to support democratic processes and principles as exemplified by the United States Constitution, having endured and served as the most widely imitated model of written constitutions; and
2	identify types of governments of our country's neighbors.	compare and contrast the emergence of different types of governments (limited and unlimited) in the world.	analyze consequences of particular political, social and economic conditions.

SS4

Social Studies
Unifying Concepts and Processes

STANDARD	BENCHMARKS K-4	BENCHMARKS 5-8	BENCHMARKS 9-12
Students will know, understand and apply the language, tools, and skills of social studies. 3 For sample lessons relating to this standard see pages: A-24 H-14 LA-14 LA-16 MCNL-14 SS-26	**Students will:** develop an understanding of social studies vocabulary and concepts; gather information from diverse sources by reading, listening, observing, and questioning for social studies concepts; and participate in school projects to benefit the school community.	**Students will:** use social studies vocabulary and concepts; interpret and report social studies information from diverse sources (people, media, technology, computers, and libraries); and design and participate in civic projects in the school, community and beyond.	**Students will:** analyze the reliability and validity of social studies information sources; evaluate and choose the most persuasive social studies concepts and vocabulary to explore issues and problems; and evaluate the roles of citizens and their participation and involvement in civic projects.

Social Studies
Continuity and Change in Society

STANDARD	BENCHMARKS K-4	BENCHMARKS 5-8	BENCHMARKS 9-12
Students will know and understand the ways in which human beings view themselves and others over time. 4 For sample lessons relating to this standard see pages: A-24 A-28 H-14 MCNL-12 MCNL-14	**Students will:** recognize that people may describe the same event or situation in different ways; describe how past events, people and places are recounted in stories, pictures and historical accounts; use various sources such as documents, letters, diaries, maps, textbooks, photos, petroglyphs, and oral histories to understand the past; and develop good questioning skills and techniques.	**Students will:** identify and understand varying perspectives in historical writings; develop critical sensitivities, such as empathy regarding attitudes, values, and behavior of people in a variety of historical contexts; examine and describe historical periods and patterns of change within and across cultures; and investigate the past using a variety of sources in order to understand the present and prepare for the future.	**Students will:** evaluate how historical inquiry is influenced by culture and society; analyze multiple historical and contemporary viewpoints within and across cultures while employing empathy and critical inquiry; and analyze historical periods and patterns of change within and across cultures.

9-SS

Social Studies
Continuity and Change in Society

STANDARD	BENCHMARKS K-4	5-8	9-12
	Students will:	**Students will:**	**Students will:**
Students will know and understand relationships and patterns in history in order to understand the past and present and to prepare for the future.	use facts and concepts drawn from history, as well as elements of historical inquiry, to make informed decisions on personal and group issues;	use facts and concepts drawn from history along with methods of historical inquiry to make informed decisions and take appropriate action on public issues;	apply ideas, theories and modes of historical inquiry to understand historical and contemporary developments in order to make informed decisions and take appropriate action concerning public policy issues;
5	identify the people, events, places, and ideas that created the prehistory and history of New Mexico;	explain how the people, events, problems and ideas created the prehistory and history of New Mexico;	investigate and analyze the people, events, problems, and ideas that created the prehistory and history of New Mexico and the Southwest;
	identify the people, events, places, and ideas that created the history and prehistory of the United States and the Americas; and	explain how the people, events, places, problems and ideas created the prehistory and history of the United States and the Western Hemisphere; and	investigate and analyze the people, events, problems, and ideas that created the prehistory and history of the United States and Western Hemisphere; and
For sample lessons relating to this standard see pages: H-12 MCNL-12 SS-20	describe the elements of culture for groups of people in the world.	investigate the historical, political, economic and social developments of various cultural groups in the world to better understand the present and to prepare for the future.	analyze the political, economic and social developments of various cultural groups in the world to understand the present and to prepare for the future.

Social Studies
Individuals, Groups, and Institutions

STANDARD	BENCHMARKS K-4	BENCHMARKS 5-8	BENCHMARKS 9-12
	Students will:	**Students will:**	**Students will:**
Students will know and understand how personal and group identities are shaped by culture, physical environment, individuals, groups and institutions.	describe how personal change and connections to people and places are related to physical development and place;	describe personal changes and connections to social, cultural and historical contexts within community, the nation and the world;	analyze and articulate personal connections to time, place and social-cultural systems in both historical and contemporary cultures;
	identify how family, groups, institutions and community influence the individual's daily life, personal choices, and personal identity;	evaluate ways regional, ethnic and national cultures influence individuals' daily lives;	analyze and understand how the interactions of ethnic and national cultures influence specific situations or events;
		identify attitudes, values and beliefs that influence personal identity;	analyze how perceptions, attitudes, values and beliefs affect the development of personal identity;
6	identify, define, and explain how media images affect personal identity and choice;	analyze how media images affect personal identity and choice;	evaluate how media images affect personal identity and choice;
For sample lessons relating to this standard see pages: H-12, H-18, LA-22	list how groups and institutions influence beliefs, laws, peer pressure, events and elements of culture;	analyze groups' and institutional influences on people, events and elements of culture;	evaluate institutional influences on people, events and elements of culture in both historical and contemporary context;
	describe the role of institutions in promoting continuity and change;	analyze the role of institutions in promoting continuity and change;	evaluate the role of institutions in promoting continuity and change;
	explain that conflict can occur between individuals and groups and how belonging to more than one group can cause internal conflict; and	illustrate how conflicts can occur between an individual and/or communities' belief systems, traditions, government policies and laws; and	analyze how conflict can occur between an individual and/or communities' belief systems and traditions, government policies and laws in both historical and contemporary contexts; and
	explain how roles vary depending upon the group situation.	examine concepts such as role, status, and social class in the interaction of individuals with social group.	analyze concepts such as role, status, and social class during conflicts among individuals, groups and institutions.

SS-8

Social Studies
Civic Ideals & Practices, Power & Authority, and Governance

STANDARD	BENCHMARKS K-4	BENCHMARKS 5-8	BENCHMARKS 9-12
Students will know and understand the historical developments, the forms and purposes of governments in the world, with an emphasis on principles, ideals, and forms of governments of the United States. 7	**Students will:** explore historical development of different forms of local, state, tribal, and federal governments; identify principles and ideals, including dignity, liberty, justice, equality and the rule of law, of governments of the United States; and identify different forms of government in the world.	**Students will:** explore historical development of different forms of government to include the Constitution of the State of New Mexico; examine principles and ideals, including dignity, liberty, justice, equality and the rule of law, of the governments of the United States; and explain how governments are organized at various levels and the services they provide.	**Students will:** compare and evaluate the historical development of different forms of government, with an emphasis on the the governments of the United States; apply principles and ideals, including dignity, liberty, justice, equality and the rule of law to individual and group actions, of the governments of the United States; and compare and contrast governments in the world as to their powers and functions at various levels and the effectiveness of their systems of government to meet the needs of their people.

Social Studies
Civic Ideals & Practices, Power & Authority, and Governance

STANDARD	BENCHMARKS K-4	BENCHMARKS 5-8	BENCHMARKS 9-12
Students will know and understand the responsibilities, rights and privileges of United States citizens. 8 For sample lesson relating to this standard see page: LA-16	**Students will:** explain how individuals have rights and personal responsibilities to themselves as members of a family, school, and community (e.g., accepting responsibility for the consequences of their actions, respecting the rights of others, etc.).	**Students will:** demonstrate how individuals have rights and personal responsibilities as members of social groups within family, school, community, state, tribe, and country (e.g., respecting the rights of others, obeying the law, paying taxes, taking advantage of the opportunity of being educated, etc.).	**Students will:** analyze and apply rights and responsible behavior in relation to family, community, state, tribe, country, and other nations (e.g., obeying the law, paying taxes, serving on juries, serving in the armed forces, being an informed citizen, exercising their right to vote, etc.).

Social Studies
Civic Ideals & Practices, Power & Authority, and Governance

STANDARD	BENCHMARKS		
	K-4	5-8	9-12
Students will understand, develop and employ the civic skills necessary for participatory citizenship.	**Students will:** identify and practice the civic skills necessary for effective and participatory citizenship in home, school, and community.	**Students will:** demonstrate and refine the civic skills necessary for effective participatory citizenship in school and community.	**Students will:** analyze, apply and evaluate civic skills necessary for effective participatory citizenship at the school, local, state, and national levels of government.

9

For sample lesson relating to this standard see page:

LA-14

Social Studies
Productivity, Distribution, and Consumption

STANDARD	BENCHMARKS K-4	BENCHMARKS 5-8	BENCHMARKS 9-12
Students will know and understand the impact of economic systems and institutions on individuals, families, businesses, communities and governments. 10 For sample lessons relating to this standard see pages: H-12 LA-14 M-20	**Students will:**	**Students will:**	**Students will:**
	identify examples of the various institutions that make up economic systems (e.g., families, workers, banks, labor unions, government agencies, small businesses, large corporations, etc.);	describe examples of the various institutions that make up economic systems (e.g., households, business firms, banks, government agencies, labor unions, corporations, etc.);	describe relationships among the various economic institutions that comprise economic systems (e.g., households, business firms, banks, government agencies, labor unions, corporations, etc.);
	identify the roles of governments in economic systems (e.g., regulation, taxation, etc.);	examine the roles of governments in economic systems (e.g., regulation, taxation, etc.);	compare and evaluate the roles of governments in economic systems (e.g., regulation, taxation, etc.);
	identify monetary/exchange systems;	define exchange systems of goods and services to include monetary systems;	explain the rate of exchange as it influences the economy in national and international settings;
	explore the role of supply and demand in the market place;	illustrate the role of supply and demand in the market place;	analyze the role of supply and demand in the market place;
	identify the role of entrepreneurship and specialization in the economic process;	examine the role of entrepreneurship and specialization in the economic process;	describe the relationships between entrepreneurship and specialization within the economic process;
	describe how we depend upon workers with specialized jobs and the ways in which they contribute to the production and exchange of goods and services;	examine the role of specialization and exchange in the economic process;	
		examine influences of economic concepts and reasoning on contemporary issues;	analyze and apply influences of economic concepts and reasoning on contemporary issues;
	explore the relationships and issues of scarcity and abundance and their impact on resources;	examine the relationship between scarcity and abundance as they relate to national sovereignty and global interests;	evaluate the effect of scarcity and abundance on national economies and relate these concepts to human rights, the environment, and national security;

SS-12

Social Studies
Productivity, Distribution, and Consumption

STANDARD	BENCHMARKS K-4	5-8	9-12
	Students will:	**Students will:**	**Students will:**
Students will know and understand the impact of economic systems and institutions on individuals, families, businesses, communities and governments.	identify the role of the individual as worker and consumer in the economic system; and	explore options and requirements of potential career choices; and	analyze the importance of courses of study to support potential career choices; and
10 (continued)	identify, examine, explore and practice the use of money as an exchange for goods and services.	practice responsible money management as a consumer of goods and services.	practice responsible money management including budgeting, credit management, banking and investment practices.

Social Studies
People, Cultures, Places and Environments

STANDARD	BENCHMARKS K-4	BENCHMARKS 5-8	BENCHMARKS 9-12
Students will know and understand the diverse, dynamic, and ever-changing nature of culture. **11** For sample lessons relating to this standard see pages: A-28 H-18 LA-22 LA-24 MCNL-16 S-28 SS-22	**Students will:** compare ways in which groups, societies and cultures address similar human needs; demonstrate how languages, stories, folktales, music, media, food, and other artistic creations and performances serve as expressions of culture, and influence the behavior of people; explore how people and their physical environments interact; and demonstrate an appreciation for and respect of diverse cultures.	**Students will:** analyze ways groups, societies and cultures meet human needs; demonstrate and explore how language, literature, the arts, media, architecture, other artifacts, traditions, beliefs, values and behaviors contribute to the development and transmission of culture; examine how people and cultures respond to, interact with, and/or influence their physical environments; and examine patterns of behavior, reflecting values and attitudes that contribute to cross-cultural understanding.	**Students will:** evaluate ways groups, societies and cultures meet similar human needs; analyze and interpret culture as an integrated whole, explaining the interactions of language, literature, the arts, media, traditions, beliefs, values and behavior patterns; analyze complex societal patterns for preserving and transmitting culture, while adapting to environmental or social change; examine cultural diversity and cohesion within and across groups; and analyze patterns of behavior that may effect values and attitudes and contribute to or pose obstacles to cross-cultural understanding.

Social Studies
People, Cultures, Places and Environments

STANDARD	BENCHMARKS K-4	BENCHMARKS 5-8	BENCHMARKS 9-12
	Students will:	**Students will:**	**Students will:**
Students will know and understand physical environments and their relationships to ecosystems and human activities.	use geographic tools to find direction, size, and shape, and to show relative location;	construct and interpret physical and mental maps of locales, regions of the world to show relative location, direction, size and shape;	refine mental maps of locales, regions, and the world that demonstrate understanding of relative location, direction, size and shape;
	use basic spatial concepts such as location, distance, direction, and scale as tools for mapping;	use geographic tools and resources such as aerial photographs, satellite images, geographic information systems, map projections, atlases, gazetteers, and other forms of cartography to generate and interpret information;	use geographic tools and resources such as aerial photographs, satellite images, geographic information systems, map projections and cartography to generate, manipulate and interpret information;
12	identify varying land forms and geographic features such as mountains, plateaus, islands and oceans as components of earth's physical systems;	describe varying land forms and geographic features such as mountains, plateaus, islands, rain forests, deserts and oceans that have a relationship with the earth's ecosystem;	synthesize information from various representations of the earth such as maps, globes and photographs as well as source data and geographic tools to generate, manipulate and interpret geographic information;
For sample lessons relating to this standard see pages: M-20, S-28, S-32, SS-24	describe seasons, climate, weather and the water cycle to explain physical system changes;	explain physical system changes such as seasons, climate and weather and the water cycle that produce identifiable geographic patterns;	evaluate the relationships among various regional and global patterns of geographic phenomena such as land forms, soils, climate, vegetation, natural resources and population;
	demonstrate how human interaction with the physical environment is reflected in the use of land, building of towns/cities and ecosystem changes in selected locales and regions;	understand the interrelated physical and cultural patterns reflected in land use, settlement patterns, cultural transmission of customs and ideas and changes to the ecosystem;	examine and interpret the interrelationships of physical and cultural patterns that reflect land use, settlement patterns, cultural transmission of customs and ideas and ecosystem changes;
	describe how the earth's physical features change over time and these changes may be connected to one another;	interpret basic interrelated spatial concepts and other geographic relationships such as population density and spatial distribution patterns;	estimate and calculate geographic relationships such as population density and spatial distribution patterns;

Social Studies
People, Cultures, Places and Environments

STANDARD	BENCHMARKS K-4	5-8	9-12
Students will know and understand physical environments and their relationships to ecosystems and human activities. 12 (continued)	**Students will:** observe and compare how environmental changes and crises impact the community, and state and/or tribe; and explain how people create uses for land and other resources.	**Students will:** examine and analyze how environmental changes and crises have affected society and the economy across the nation; and examine and debate uses of land and resources.	**Students will:** evaluate and predict how environmental changes and crises impact society and the economy around the world; and evaluate information from different theories using a range of philosophies to explore diverse uses of land and resources.

SS-16

Social Studies
Global Connections and Technology

STANDARD	BENCHMARKS		
	K-4	5-8	9-12
Students will know and understand the impact of science and technology on societies. 13 For sample lessons relating to this standard see pages: M-26 S-32	**Students will:** identify ways in which science and technology have changed the lives of people; identify ways in which science and technology have led to changes in the physical environment; and explore and recognize how changes in values, beliefs and attitudes have influenced scientific and technological knowledge.	**Students will:** explain how culture influences scientific and technological choices and advancements; describe how science and technology have changed people's perceptions of the social and physical world; and examine how the interactions between values, beliefs and attitudes have been influenced by scientific and technological knowledge.	**Students will:** analyze the influence of science and technology upon society; evaluate how science and technology have transformed the physical world and human society; and analyze how science and technologies influence and are influenced by core values, beliefs and attitudes of society, including public policies.

Social Studies
Global Connections and Technology

STANDARD	BENCHMARKS		
	K-4	5-8	9-12
Students will know and understand the role of global connections and interdependence between and among individuals, groups, societies, and nations. 14 For sample lessons relating to this standard see pages: LA-24 M-20 S-32 SS-28	**Students will:** use art, music, language, technology, and other cultural elements to connect with individuals and societies; describe how individuals and groups interact through conflict, cooperation and interdependence; explore the causes, consequences, and possible solutions to local and community issues; and explore issues of human rights.	**Students will:** use art, music, language, technology, belief systems and other cultural elements to connect with individuals and societies; explain how individuals, groups and nations interact through conflict, cooperation and interdependence; examine, analyze and describe the causes, consequences, and possible solutions to persistent contemporary and emerging local, state, tribal, national and global issues; examine the complexity of human rights issues; and examine roles of national, international and multinational organizations.	**Students will:** evaluate how interactions among art, music, language, technology, belief systems and other cultural elements can impact global understandings; examine the complex conditions and motivations which contribute to conflict, cooperation and interdependence among groups, societies and nations; analyze and assess the causes, consequences, and evaluate possible solutions to persistent contemporary and emerging global issues; evaluate the concerns, standards, issues and conflicts related to universal human rights and their impact on public policy; evaluate roles of national, international and multinational organizations on international issues; and compare and evaluate relationships and tensions between national sovereignty and international interests in such matters as territory, economic development, use of natural resources, nuclear and other weapons, and concerns about human rights.

Sample Lessons

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SOCIAL STUDIES CONTENT STANDARD 5:

Students will know and understand relationships and patterns in history in order to understand the past and present and to prepare for the future.

This sample lesson may also apply to the following content standards:
- Math 2, 4, 10
- Modern, Classical and Native Languages 2, 4, 6
- Science 5, 11

Incorporates Technology

Information/Media Literacy

Career Readiness Standards 4, 5

NOTES:

K-4 BENCHMARKS:

- **Use facts and concepts drawn from history, as well as elements of historical inquiry, to make informed decisions on personal and group issues.**
- **Identify the people, events, places, and ideas that created the prehistory and history of New Mexico.**
- **Identify the people, events, places, and ideas that created the prehistory and history of the United States and the Americas.**
- **Describe the elements of culture for groups of people in the world.**

* *for a complete listing of benchmarks see* **Content Standards and Benchmarks** *section* *

OVERVIEW:

This class of upper elementary students are studying a unit in American history. The theme of the unit focuses on the impact of the arrival of immigrants on American Indians. The perspectives of the immigrants and the Native peoples have been carefully examined and discussed. Through their studies, students are expected to grasp an understanding of the relationships and patterns which normally occur when people of different cultures come into contact with each other.

METHODOLOGY

FOCUS OF LESSON: Through study of the different immigrant groups that came to the New World, students will understand the events and circumstances that influenced history.

PROCEDURE:

1. Students read and discuss information about the arrival and impact of various peoples to the New World.
2. Students discuss the various types of media used to present information in a logical manner.
3. Pairs of students research a visual presentation to show
   - the groups that came to the New World.
   - how existing cultures were affected.
   - when and where the impact occurred.
   - the reasons for the impact.
4. The pair of students will select one of the immigrant groups and present the information to the class using the various types of media chosen (video, audio, graphic, oral, etc.) Students will include a reference list and a statement about the validity and usefulness of the sources used.

Identify people and events that influenced history.

Students understand relationships and patterns.

Student-centered discussion on ways to convey information.

Students work as a team.

STUDENT SAMPLE

Incoming Culture	Culture Impacted	How Native Culture was Affected	When	Where	Reasons for the impact
English settlers	Native Americans	Natives had to leave their homes and hunt in other places	Beginning in 1607 in Jamestown	Eastern U.S. and later all across the country	The natives had to move to find new places to hunt and got killed
Spanish explorers	Native Americans in Mexico , South and Central America and the Southwest	Spanish left parts of way of living like religion, customs and their children	Beginning in 1492	Islands near Florida, Florida, Mexico and Southwest	Spanish wanted them to be Catholics. They built missions. They wanted gold and glory.
French	Native Americans	French brought and shared ideas with the natives. They traded with them. They built towns which brought more people.	1600s	Near the big rivers and the Great Lakes.	French started trading furs and built trading posts which brought more people. Natives had to move.
Dutch settlers	Native Americans and other newcomers	Same as the English.	1600s	Eastern part of the U.S.	Like the English, they made the natives move out.

NOTES:

Visual method may have space limitations.

Visual method is neatly organized and conveys information.

These sample lessons are provided as suggestions only and may not represent complete instructional units. The NM State Board of Education requires that curriculum be developed at the local level and aligned with NM Content Standards and Benchmarks.

ASSESSMENT:

Sample Assessment Checklist:

Activity/Task: *Research and prepare presentation to show how immigration to the New World affected the cultures of the people involve.*

	YES	NO	COMMENTS
Does the presentation effectively show • How the groups came to the New World? • How existing cultures were affected? • When and where the impact occurred? • The reasons for the impact?			
Is the presentation neatly organized?			
Include enough information to convey the meaning?			
Show use of a variety of resources?			
Interesting to the audience?			

SOCIAL STUDIES CONTENT STANDARD 11:

Students will know and understand the diverse, dynamic, and ever-changing nature of culture.

K-4 BENCHMARKS:

- **Compare ways in which groups, societies, and cultures address similar human needs.**
- **Demonstrate how languages, stories, folktales, music, media, food, and other artistic creations and performances serve as expressions of culture, and influence the behavior of people.**
- **Explore how people and their physical environments interact.**
- **Demonstrate an appreciation for and respect of diverse cultures.**

** for a complete listing of benchmarks see* **Content Standards and Benchmarks** *section **

This sample lesson may also apply to the following content standards:
- Art 3, 6, 8
- Language Arts 2, 3, 8
- Science 1, 12, 15

Incorporates Technology

Information/Media Literacy

Career Readiness Standard 1

NOTES:

OVERVIEW:

Students will research and report how diverse cultures live and interact in their environment. The study will include similarities and differences in at least two cultures:

- addressing basic needs: food, clothing, shelter, and communication
- use of language and forms of language for self-expression
- the influence and effect of the environment on the culture

The students will use the Internet, videos and other electronic media, library books, textbooks, maps, and other reference materials to research their topic. They will also investigate each culture's literature, art, and music. The oral presentation and written report may also include examples of other forms of a culture's expression such as foods, dance, architecture, etc.

METHODOLOGY

FOCUS OF LESSON: Students use basic inquiry, research, and problem-solving skills to explore different cultures.

PROCEDURE:

1. The teacher presents examples of how
   - to use different resources for research/information gathering
   - to locate and read geographical information such as maps, globes, etc.
2. The teacher assigns the task which is to research and report how two diverse cultures may be similar yet different in how they address basic needs, language, and uses of language. They will also include information on the physical environment and how that environment affects how the culture interacts with the surroundings.
3. Students collect information from various sources on diverse cultures using search technology, if possible. This can be adapted to allow students to work cooperatively, to read to each other, to read materials in their native language, etc.
4. Students learn how to use specific research tools/data
   - to locate information on specific topics;
   - to make comparisons across cultures/regions; and
   - to analyze and interpret information from various sources;
5. Students use technology to produce/write their report and make an oral presentation it to the class. The teacher provides models of format for the report. Students will include a reference list for the report.

This activity builds on previous activities related to culture, investigation skills, and basic problem solving.

The teacher provides students with examples of how people adapt to different climates.

Compare-and-contrast activity encourages younger students to organize their research.

Oral presentation in a non-threatening environment allows English learners to practice.

Student Sample

This written report was part of a display on the two cultures presented. The display included maps, photos, recipes, music, art, etc.

Many people in Nicaragua live in the forest. There are a lot of trees and bushes and lots of plants with big roots. It is hot and wet. Nicaragua is on the equator. People don't wear much clothes because it is hot. Some people use the trees and plants to build their houses. They grow their own food and use some roots and plants as food. They use plants for medicine too. They speak their own language and Spanish and English too. The forest gives them what they need to live.

The Eskimos in Alaska live near the North Pole. It is cold and snowy. They use animal skins and furs to make some of their clothes. They eat meat and fish from the sea. They live in small wood houses. They have to travel a long way to buy food. They can order some food from stores and it is brought to them by planes when the weather is good. They speak their own language and English too.

The sea gives them food and things they can use to make clothing and houses.

NOTES:

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Sample indicates student's knowledge and understanding of another physical environment.

Minor grammar errors do not obscure meaning.

Demonstrates how people interact with diverse environments.

Sample Assessment:

Sample whole class rating scale for use in assessing student presentations.

Presentation topic:_____

Standard(s) and benchmark(s) addressed in activity: _____

Rating scale:	3 = Presentation shows extensive understanding of target concepts and knowledge. The presentation is well organized and interesting to the audience. Extensive resources were used to prepare presentation.	2 = Presentation shows good understanding of target concepts and knowledge. The presentation is organized and interesting to most of the audience. Some resources were used to prepare presentation.	1 = Presentation shows limited understanding of target concepts and knowledge. The presentation is unorganized and of little interest to the audience. Limited resources were used to prepare presentation.

Students Names	Rating	Comments

SOCIAL STUDIES CONTENT STANDARD 12:

Students will know and understand physical environments and their relationships to ecosystems and human activities.

This sample lesson may also apply to the following content standards:
- Language Arts 2, 4, 6
- Math 2, 3, 10
- Science 11, 14, 15

Incorporates Technology

Information/Media Literacy

Career Readiness Standards 3, 4, 5

NOTES:

5-8 BENCHMARKS:

- **Construct and interpret physical and mental maps of locales and regions of the world to show relative location, direction, size, and shape.**
- **Use geographic tools and resources such as aerial photographs, satellite images, geographic information systems, map projections, atlases, gazetteers, and other forms of cartography to generate and interpret information.**
- **Describe varying land forms and geographic features such as mountains, plateaus, islands, rain forests, deserts, and oceans that have a relationship with the earth's ecosystem.**
- **Understand the interrelated physical and cultural patterns reflected in land use, settlement patterns, cultural transmission of customs and ideas, and changes to the ecosystem.**
- **Examine and debate alternative uses of land and resources.**

** for a complete listing of benchmarks see* Content Standards and Benchmarks *section **

OVERVIEW:

Middle school students apply geographic principles through review and interpretation of information from a variety of maps of the world. Students will use their materials to explore samples of human migration on each continent.

METHODOLOGY

FOCUS OF LESSON: Students synthesize information from a variety of geographic sources to address the interrelationship between population density and physical environment.

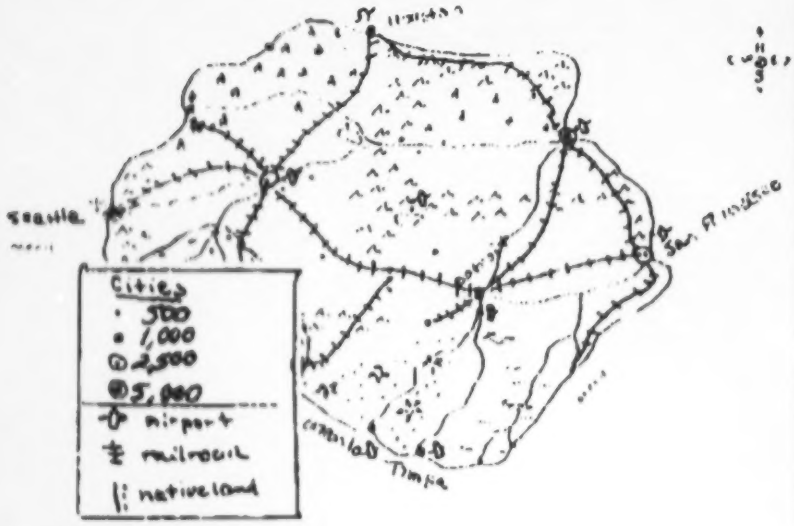
PROCEDURE: Students are divided into groups representing each continent. Using searching technologies, each group researches its continent to identify the cultural minority groups that have lived on that continent.

1. Individual students from each group select one of the minority cultures identified and trace its migration patterns over time using a variety of resources and technology.
2. Each group creates a large map of its continent on which students illustrate the various geographic land forms and cultures' migration patterns in a way that is clear and easy to understand.
3. Student groups also must investigate the reasons for the migrations (e.g., ice age, droughts, food sources, natural catastrophes, belief systems, and attitudes).
4. Each group presents its findings to the whole class.

Interpret various types of maps.

Relation of economic factors to physical features in determining population density.

STUDENT SAMPLE



Excerpts from written report:
Major port cities are located at Seattle on the west, Houston at the north, and San Francisco on the east. These are major ports for oil, food and manufacturing exports. Food is grown on the central plains and plateaus and on the eastern lowlands. Tampa and Orlando are major cities for medicines and rubber taken from the rain forest nearby. Cattle are found around Duluth which is a major hub city in the west. Mining, logging, and tourism are big businesses in the forests and high mountain areas. Rivers and dams provide clean water and electricity.

The native people in the southwest have worked the gold mines for centuries. Their beautiful buildings and jewelry are a tourist attraction. They own all their land.

The railroads connect major cities around the country and give tourists a chance to see the country and the beautiful seacoasts. There are so many roads that they can't all be shown. They connect all the major cities and the smaller roads connect the smaller towns and villages. All major cities have airports and all cities have bus systems to keep pollution down.

It is important that every person feels important so most of the cities are small except on the coast. Detroit is an exception because of manufacturing and the computer industry which continues. . .

NOTES:

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Relates land forms and geographic features to economics and the ecosystem

Indicates social and political philosophy.

ASSESSMENT:

Master Planner	Planner	Apprentice Planner
• includes all required elements on a neat, detailed map • clearly indicates connection between the physical features and land use • clearly indicates connection between resources and the economic feasibility of sustaining human population • documents clearly and accurately the rationale for each city location • creatively discusses alternative economic, political and social systems • includes detailed explanations of infrastructure and rational • well written and well organized	• includes all required elements on a detailed map • indicates connection between physical features and land use • indicates connection between resources and the economic feasibility of sustaining human population • documents accurately the rationale for most city locations • discusses economic, political, and social systems • includes explanation of infrastructure • is generally well written and well organized	• includes most required elements on a detailed map • indicates some connection between physical features and land use • discusses economics and resources • discusses reasons for most city locations • discusses two or of three systems (economic, political, or social) • mentions infrastructure • loosely organized with several inappropriate uses of language conventions **If map or paper falls below these standards, revision is required.**

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SOCIAL STUDIES CONTENT STANDARD 3:

Students will know, understand, and apply the language, tools, and skills of social studies.

This sample lesson may also apply to the following content standards:
- Health 4, 7
- Language Arts 2, 5, 8
- Math 2, 4, 12

Incorporates Technology

Information/Media Literacy

Career Readiness Standard 3

NOTES:

9-12 BENCHMARKS:

- **Analyze the reliability and validity of social studies information sources.**
- **Evaluate and choose the most persuasive social studies concepts and vocabulary to explore issues and problems.**
- **Evaluate the roles of citizens and their participation and involvement in civic projects.**

* *for a complete listing of benchmarks see* **Content Standards and Benchmarks** *section* *

OVERVIEW:

The student will prepare an oral presentation on a controversial social issue facing the United States today. Part of the presentation should express the personal views of the student on this issue. Students can use a variety of resources to complete the project, (interviews, case studies, articles, law library materials, legislative hearings, statistical source books, etc.). A one-page outline that is clearly organized around the issue and a reference list will be provided by the student.

METHODOLOGY

FOCUS OF LESSON: Students will use advanced research skills to prepare a synthesis of information on a controversial issue.

PROCEDURE:

1. Students will view a video copy of last night's news on a current controversial issue. The students will participate in a discussion about the controversies based on the video of last night's news.
2. Students and teacher will brainstorm a list of references specific to this topic. If the class has an Internet connection, world wide web sites and bulletin boards may be visited for information.
3. Students will select and research an issue and prepare a one-page outline which will guide their oral presentation. The outline will include important points from the various resources and the student's viewpoints. A reference list will be attached to the outline. Students will evaluate the validity and usefulness of the information sources used.

Ask students what they want to investigate. Offer 3 or 4 suggestions first to get them started.

Try to link examples to local issues.

Provide students with the format you expect them to use for the reference list. Discuss/Brainstorm criteria for evaluating sources used.

STUDENT SAMPLE

Outline

I. The issue of heavy immigration into the United States
   1. Historical overview of the immigration policy
      A. Colonial Times to 1920
      B. The period of Restriction 1921 - 1964
      C. The period of Reform 1965 - 1990s
   2. Issues that are of most concern
      A. Education
      B. Hospital
      C. Social programs
      D. Jobs
      E. Prisons
   3. Some current forms of immigration control
      A. Law enforcement
      B. Increased INS personnel services
      C. Verification to work
      D. Exclusion and deportation
   4. The agents for immigration control
      A. Federal responsibility
      B. State responsibility

II. Student's position on immigration issues
   1. Research that supports my viewpoints
   2. Personal interviews that support my perspectives
   3. Conclusions

Note to student: Be sure to evaluate your sources.

References:

The American Experience, PBS Video, VHS Video cassettes
The Annals of America. Encyclopedia Britannica, Inc., 1976
Documents of American History, 10th edition, edited by Henry Steele Commager and Milton Cantor, Englewood Cliffs: Prentice-Hall, 1988.

NOTES:

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Provide students with feedback on the thoroughness and organization of the outline.

How well does the presentation fill in the topics listed in the outline? How will you evaluate the presentation?

ASSESSMENT:

Item	Needs Work	Adequate Response	Excellent Response
Analysis and Documentation			
Takes a very clear point of view and skillfully organizes information to support it.			
Demonstrates detailed, accurate knowledge of the time period and historical empathy.			
Deals with the most significant issues and trends relevant to the question.			
Supports ideas and conclusions with appropriate and accurate reasons and for evidence, provides relevant, specific examples (names, events, places, legislation, etc.).			
Where Appropriate to the Question or Task			
Uses sources and materials that are valid and reliable.			
Draws inferences from primary source materials; systematically uses documents to support ideas.			
Analyzes complex cause-and-effect relationships.			
Thoughtfully compares and contrasts events, people, and ideas.			
Carefully analyzes and summarizes various points of view.			
Accurately and insightfully links past to present.			
Demonstrates detailed, accurate knowledge and understanding of the relationship between events and geographic setting, movements, and regions.			
Historical Errors, Thoroughness, and Communication			
Is virtually free of historical errors, minor factual mistakes do not compromise argumentation.			
Clearly and effectively communicates ideas using precise language and appropriate vocabulary.			
Thoroughly covers all areas of task.			
Validity/evaluation/usefulness of information sources is clearly demonstrated.			

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SOCIAL STUDIES CONTENT STANDARD 14:

Students will know and understand the role of global connections and interdependence between and among individuals, groups, societies, and nations.

9-12 BENCHMARKS:

- **Evaluate how interactions among art, music, language, technology, belief systems, and other cultural elements can impact global understandings.**
- **Examine the complex conditions and motivations which contribute to conflict, cooperation and interdependence among groups, societies and nations.**
- **Analyze and assess the causes, consequences, and evaluate possible solutions to persistent contemporary and emerging global issues.**
- **Evaluate the concerns, standards, issues and conflicts related to universal human rights and their impact on public policy.**
- **Compare and evaluate relationships and tensions between national sovereignty and international interests in such matters as territory, economic development, use of natural resources, nuclear and other weapons, and concerns about human rights.**

** for a complete listing of benchmarks see* **Content Standards and Benchmarks** *section **

This sample lesson may also apply to the following content standards:

- Art 3, 6
- Health 4, 5, 7
- Science 4, 11, 14, 15

Incorporates Technology

Information/Media Literacy

Career Readiness Standarad 3, 4

NOTES:

OVERVIEW:

Eleventh and twelfth grade students are involved in a unit which examines world issues. They have identified nuclear power and weapons as an area of overwhelming concern. The teacher devised the following activity as a means by which students could demonstrate understanding of the issues. This lesson requires strong teacher guidance during the discussions in order to address all the benchmarks.

METHODOLOGY

FOCUS OF LESSON: Students will understand global connections and interdependence between nations, and will work cooperatively to propose logical solutions.

PROCEDURE: General class discussion before individual student work. Using various technologies, students will research the discovery and proliferation of nuclear weapons throughout the twentieth century and prepare a presentation to address the following issues:

- Which countries possessed them first?
- How has that changed?
- Who are the threats to world safety today?
- Why do countries feel compelled to own these weapons?
- What is being done today in terms of monitoring the experimentation and use of the weapons?
- What should be done internationally to control the use of the weapons?
- What safeguards might be necessary in the future?

Students will present their findings in an essay, an oral presentation or debate, a series of posters, or by multimedia presentation, etc. A reference list will be included with an evaluation of the validity of the sources.

Students determined area of interest.

Students examine complex conditions and motivations which contribute to conflict and interdependence.

Students examine connections and roles of nations.

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EXPLANATION OF STUDENT SAMPLE

A group of four students decided to do their presentation using a variety of media. One group member presented slides relating the development of the first bombs and the destruction of Nagasaki and Hiroshima. Slides of various nuclear power plants and of the accident near Chernobyl were presented also as part of an explanation of some of the benefits of nuclear power and the possible dangers. A second student displayed several posters which described the scientific differences between fission and fusion and how the reactions occur. Another graph showed the rate of proliferation of nuclear power since 1945. The third student showed an overhead transparency of the countries that openly declare to possess nuclear weaponry today and spoke of the ramifications in terms of world safety. The student maintained that the research reveals that many of the smaller countries feel a need to have the weapons as a deterrent from the aggression of the larger, more powerful countries. Finally, the fourth member of the group presented a series of colorful overhead transparencies which showed some of the initiatives being taken by world leaders and possible solutions for guaranteeing world safety from nuclear catastrophe.

NOTES:

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Demonstrates understanding of scientific information.

ASSESSMENT:

Project exceeds requirements if	Project meets requirements if	Project needs revision if
• it demonstrates how technology impacts global surroundings • it demonstrates an understanding of interdependence among nations • it provides a creative solution to the problem which is related to universal human rights and responsibilities • it is rehearsed and very well coordinated • it contains a creative introduction and conclusion • the information is derived from a wide variety of sources	• it demonstrates how technology impacts global surroundings • it demonstrates an understanding of interdependence among nations • it provides a reasonable solution to the problem which is related to universal human rights and responsibilities • it is rehearsed and reflects some coordination • it contains a clear introduction and conclusion • the research is derived from a variety of sources	• it does not demonstrate how technology impacts global surroundings • it does not demonstrate interdependence among nations • it does not provide a reasonable solution to the problem which is related to universal human rights and responsibilities • it is not rehearsed and does not reflect coordination • it lacks a clear introduction and conclusion • the research is derived from one or limited sources

Resources

Websites

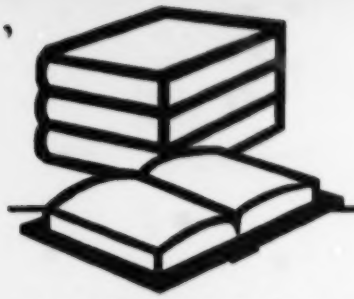
National Geographic Society (NGS)
P O Box 98199
Washington, DC 20090- 8199
(800) NGS-LINE or (301) 403-0486
http://www.nationalgeographic.com
The NGS website provides materials, current NGS activities, and classroom activities. K-12 content areas include geography and geology. Be sure to ask about their summer institutes for educators as well as information about state geography bees!

National Geographic Online
http://www.nationalgeographic.com/main.html
This NGS homepage includes links to the NGS Geographic Education.
http://www.nationalgeographic.com/resources/ngo/education, and "Kids Link to the World" magazine
http://www.nationalgeographic.com/kids

National Council for the Social Studies (NCSS) Online
Newark Street, NW
Washington,DC 20016
(202) 966-7840
info@ncss.org
http://www.ncss.org/online
This is the NCSS on-line homepage for teachers at the elementary, secondary, and college levels who teach history, geography, economics, political science, sociology, psychology, anthropology, and law-related education.

NativeWeb
http://www.maxwell.syr.edu/nativeweb
NativeWeb provides a cyberplace for Earth's indigenous peoples. Available information includes languages, education, literature, K-12 sites, newsletters and journals, and organizations.

New Mexico's Cultural Treasures
http://www.nmculture.org
This is a guide to museums, state and national parks, zoological parks, historical societies, public archives, libraries, and other publicly accessible collections in the state. Here you will find valuable information about New Mexico's Museums, Parks, and Monuments. You may look for information based on region, historical date, type of institution, or perform an automated search by word or phrase. This site was constructed by the Office of Statewide Programs and Education under the auspices of the Museum of New Mexico, in cooperation with the Office of Cultural Affairs and the New Mexico Association of Museums and its individual members.



Books and Documents

National Standards for Civics and Government
Center for Civic Education
US Department of Education and The Pew Charitable Trusts, 1994
Center for Civic Education
5146 Douglas Fir Road
Calabasas, CA 91302-1467
(818) 591-9321
Fax (818) 591-9330

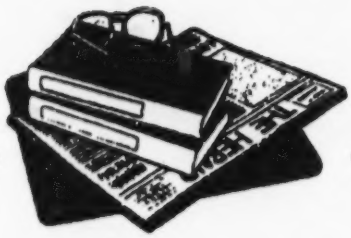
Geography for Life: National Geography Standards
U.S. Department of Education, National Endowments for the Humanities, and the National Geographic Society
National Geographic Research and Exploration, 1994
1145 17th St. NW
Washington, DC 20036-4688
To obtain a complete edition, contact National Geographic Society
P O Box 1640
Washington, DC 20013-1640
(800) 368-2728

National Standards for World History: Exploring Paths to the Present grades 5-12, Expanded Edition
National Center for History in the Schools, 1994
University of California
10880 Wilshire Blvd., Suite 761
Los Angeles, CA 90024-4108
Fax: (310) 825-4723

National Standards for History
National Center for History in the Schools, 1996
University of California
1100 Glendon Avenue, Suite 927
Box 951588
Los Angeles, CA 90095-1588
Fax: (310) 794-6740

National Standards for History for Grades K-4: Expanding Children's World in Time and Space
National Center for History in the Schools, 1994
University of California
10880 Wilshire Blvd., Suite 761
Los Angeles, CA 90024-4108
Fax: (310) 825-4723

National Standards for United States History: Exploring the American Experience
National Center for History in the Schools, 1994
University of California
10880 Wilshire Blvd., Suite 761
Los Angeles, CA 90024-4108
Fax: (310) 825-4723



Periodicals

Respecting Diversity in the Classroom
http://www.ait.net/catalog/catpages/c386.htm
This publication provides insight into the nature of diversity and illustrates how to establish a successful multicultural curriculum. Areas addressed include thematic learning, learning styles, and communications techniques. It was produced by Del Rey Communications, Chicago, and AIT(1996).

New Mexico Enchantment USA
http://www.nets.com/newmextourism
This publication/website contains an extensive listing of museums, among other helpful resources for the state of New Mexico.

National Council for the Social Studies (NCSS)
3501 Newark Street, NW
Washington,DC 20016
(202) 966-7840
info@ncss.org
http://www.ncss.org/online
NCSS provides many services for teachers at the elementary, secondary, and college levels who teach history, geography, economics, political science, sociology, psychology, anthropology, and law-related education.

National Geographic Society Catalog of Educational Products
P O Box 98199
Washington, DC 20090- 8199
(800) NGS-LINE
(301) 403-0486
http://www.nationalgeographic.com
National Geographic Society provides materials, publications, current NGS activities, and classroom activities. K-12 content areas include geography and geology. Be sure to ask about their summer institutes for educators as well as information about state geography bees!

New Mexico Geographic Alliance Trailblazer Newsletter
Dr. Peggy Blackwell, coordinator
University of New Mexico
The NMGA is a valuable resource for those who wish to incorporate more geography into their social studies curriculum. Summer institutes, newsletters, and teacher support are some of the services the alliance provides. For more information, contact Peggy Blackwell at the University of New Mexico in Albuquerque. Contact your district office for teachers who are already members. They may provide free workshops and current information regarding the alliance.

Organizations

Indian Pueblo Cultural Center
2401 12th Street
Albuquerque, NM 87104
(800) 766-4405 or (505) 843-7270
http://www.collectorsguide.com/ipcc
This site contains user-friendly information about the museum exhibits, events, and departments. Contemporary and traditional visual arts are highlighted through links to artist profiles containing photos and background information, and samples of art. Music and dance are highlighted through links to dancers, costumes, instruments, and musicians. Information about field trips and the children's museum can be found by calling the center.

National Council for the Social Studies (NCSS) Online
Newark Street, NW
Washington, DC 20016
(202) 966-7840
info@ncss.org or **http://www.ncss.org/online**
This organization provides support to teachers of social studies. It sponsors a yearly conference that includes hands-on workshops, discussions revolving around current trends in the development of social studies curriculum, and various vendors representing publishers specializing in social studies resources for grades K through 12. For more information, contact Pat Concannon with the State Department of Education.

New Mexico Office of Cultural Affairs
228 E. Palace Ave.
Santa Fe, NM 87501
(505) 827-6490
The NM Office of Cultural Affairs administers museums, libraries, arts, and historic preservation programs. In addition, a wide variety of programs and support services are available through OCA such as, the international cultural exchange programs, the NM Treasures Engagement Calendar series, Enchantment radio series, and guides to NM. OCA works closely with on projects with other state agencies such as the Department of Tourism, Department of Economic Development, Department of Education.
Following is a list of museums and offices which are part of OCA.
Museums of New Mexico: Palace of the Governors http://www.nmmnh-abq.mus.nm.us/mnm/porch/index.html, Museum of Fine Arts, Museum of International Folk Art http://www.state.nm.us/moifa, Museum of Indian Arts & Culture/ Laboratory of Anthropology, Office of Archeological Studies, State Monuments, TREX Traveling Exhibitions, Statewide Programs and Education, Museum of New Mexico Press, El Palacio Magazine.

National Geographic Society
P O Box 98199
Washington, DC 20090- 8199
(800) NGS-LINE or (301) 403-0486
http://www.nationalgeographic.com
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